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Opening Up About Open Textbooks: Accounts of Real Work around OER

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Opening Up About Open Textbooks



Accounts of Real Work around OER



OER Definitions

Open educational resources (OER) are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes.

OER Definitions

OERs are broadly considered to meet the “5Rs Framework,” meaning that users are free to:

Retain: Users have the right to make, archive, and "own" copies of the content;

Reuse: Content can be reused in its unaltered form;

Revise: Content can be adapted, adjusted, modified or altered;

Remix: The original or revised content can be combined with other content to create something new;

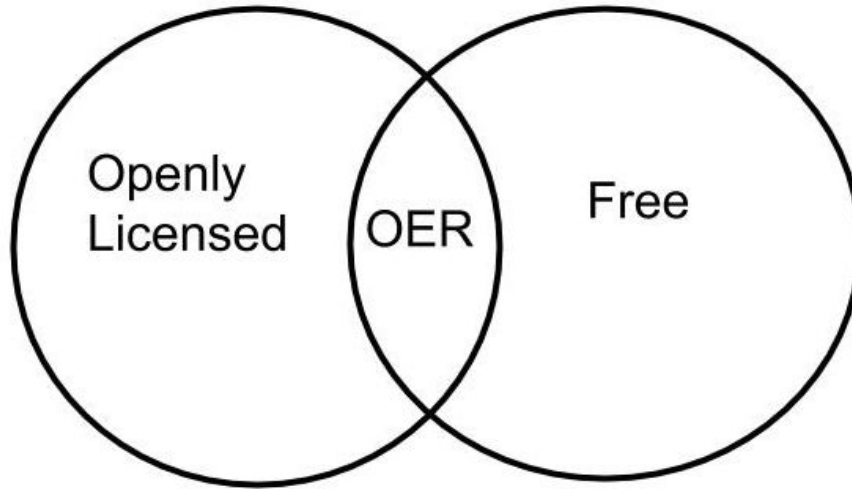
Redistribute: Copies of the content can be shared with others in its original, revised or remixed form.

OER Definitions

Most important parts of that definition:

1. Free
2. Openly Licensed--Created with a Creative Commons By license that allows ANYONE to remix, reuse and edit content to fit his or her own purposes.

OER Definitions





No rights reserved CC0



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Attribution-NoDerivs CC BY-ND



Attribution-NonCommercial CC BY-NC



Attribution-ShareAlike CC BY-SA



Attribution-NonCommercial-ShareAlike CC BY-NC-SA



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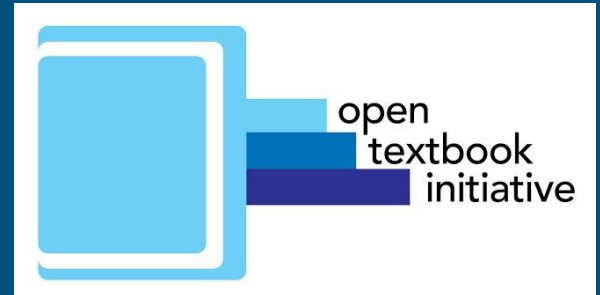
Where to Find OERs

<http://library.ric.edu/oer>

<http://providence.libguides.com/OER>

RI Open Textbook Initiative

- Governor's Challenge announced September 27, 2016
 - Open Textbook Network (OTN),
 - SPARC & The Right to Research Coalition,
 - Office of Innovation & RIC
- 11 colleges and universities in Rhode Island have pledged support
 - Librarians as leaders

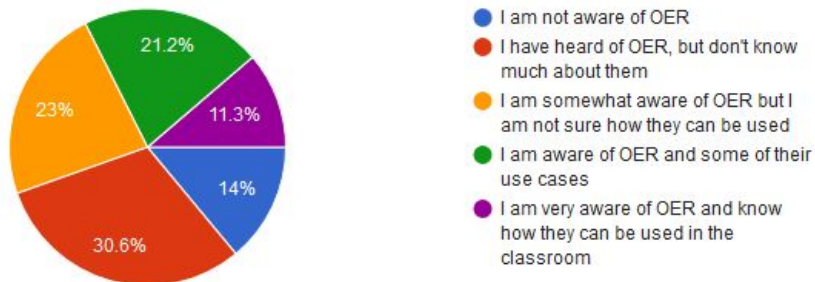


State-Wide Faculty Survey

- 222 Faculty from across the state responded, across many subject areas
 - All types of faculty status, including many adjunct faculty

How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing."

222 responses



- 36.5% had heard of open textbooks
- 72.1% had never used OER and 91.4% had never used an open textbook
- But - 43.7% would use, 19.4% would consider

RI Faculty on OER and Open Textbooks

When I offered ebooks to students in the past; all preferred actual textbooks.

Not interested at the present time. Feel that my students like to hold onto the book for future reference.

I really think that using OER materials enhances the instruction overall because of the wide array of resources on the Internet. Also, it saves the students considerable money.

For our large courses, like Business Writing, Open Texts would be a great idea. For some of our unique electives, I doubt there would be Open Texts that would work.

Rhode Island College Open Textbook Efforts

Campus Team

- **Dragan Gill**, Reference Librarian
- Faculty forerunners
 - **Eric Roberts** and Biology 105 faculty
 - **Whitney Blankenship**, Education and History
- **LaTanya Monteiro**, Learning for Life office
- **Jack Mello**, User Support Services
- Faculty Center for Teaching and Learning
- **Keri Rossi-D'entremont**, Disabilities Services Center

Stipends

Professional Development Stipend

This stipend is based on the Open Textbook Network (OTN) stipend program. Faculty must:

- Attend an open textbook workshop, led by an OTN presenter or Dragan
- Write a brief, public review of an Open Textbook Library textbook

Textbook Adoption Stipend

Any full-time or adjunct faculty who adopt an open textbook are eligible for a one-time \$200 stipend.

Accessibility

- All suggested resources on LibGuides have accessibility statements, reports or information
- Open textbook adoptions are sent to our Disability Services Center to revise or remix content into an accessible format, if needed in a different format
- Jack in User Support Services can support faculty in creating accessible content

OER at Providence College



PROVIDENCE
COLLEGE

Rising Textbook Costs: Meeting the Challenge

James Campbell, Assistant Professor of Economics

Andria Tieman, Commons Librarian for Digital Research & Education

Hailie Posey, Commons Librarian and Coordinator of Digital Publishing Services

Providence College Center for Teaching Excellence, 1 November 2016

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Principles of Microeconomics

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Principles of Microeconomics covers the scope and sequence of most introductory microeconomics courses. The text includes many current examples, which are handled in a politically equitable way. The of economics concepts.

Principles of Microeconomic current FRED (Federal Reserve)

Senior Cont

Steven A. Greenlaw, Univers
Timothy Taylor, Macalester C

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Principles of Microeconomics

Derived from Principles of Economics by OpenStax Economics

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13.3 Public Goods

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Page by: OpenStax

Summary

Even though new technology creates positive externalities so that perhaps one-third or one-half of the social benefit of new inventions spills over to others, the inventor still receives some private return. What about a situation where the positive externalities are so extensive that private firms could not expect to receive any of the social benefit? This kind of good is called a **public good**. Spending on national defense is a good example of a public good. Let's begin by defining the characteristics of a public good and discussing why these characteristics make it difficult for private firms to supply public goods. Then we will see how government may step in to address the issue.

The Definition of a Public Good

Economists have a strict definition of a public good, and it does not necessarily include all goods financed through taxes. To understand the defining characteristics of a public good, first consider an ordinary private good, like a piece of pizza. A piece of pizza can be bought and sold fairly easily because it is a separate and identifiable item. However, public goods are not separate and identifiable in this way.

Instead, public goods have two defining characteristics: they are **nonexcludable** and **nonrivalrous**. The first characteristic, that a public good is **nonexcludable**, means that it is costly or impossible to exclude someone from using the good. If Larry buys a private good like a piece of pizza, then he can exclude others, like Lorna, from eating that pizza. However, if national defense is being provided, then it includes everyone. Even if you strongly disagree with America's defense policies or with the level of defense spending, the national defense still protects you. You cannot choose to be unprotected, and national defense cannot protect everyone else and exclude you.

The second main characteristic of a public good, that it is **nonrivalrous**, means that when one person uses the public good, another can also use it. With a private good like pizza, if Max is eating the pizza then Michelle cannot also eat it; that is, the two people are rivals in consumption. With a public good like national defense, Max's consumption of national defense does not reduce the amount left for Michelle, so they are nonrivalrous in this area.

A number of government services are examples of public goods. For instance, it would not be easy to provide fire and police service so that some people in a neighborhood would be protected from the burning and burglary of their property, while others would not be protected at all. Protecting some necessarily means protecting others, too.

Self-Check Questions

Which of the following goods or services are nonexcludable?

- police protection
- streaming music from satellite transmission programs
- roads
- primary education
- cell phone service

[Show Solution]

Are the following goods nonrivalrous in consumption?

- slice of pizza
- laptop computer
- public radio
- ice cream cone

[Show Solution]

Review Questions

What are the two key characteristics of public goods?

Name two public goods and explain why they are public goods.

What is the free rider problem?

Explain why the federal government funds national defense.

Critical Thinking Questions

How do public television stations, like PBS, try to overcome the free rider problem?

Why is a football game on ESPN a quasi-public good but a game on the NBC, CBS, or ABC is a public good?

Campbell's “half-semester takeaways from OER”

- Students (unsurprisingly) **unanimously approve** the OER approach
- I trust that **every student** has the textbook
- PDF format makes it **easy to incorporate** parts of the text into class notes
- The book is **less bloated** than a 7th edition of the industry standard
- The team-written content is more **ideologically balanced** than I'm used to
- Resources are **just a normal website** instead of behind proprietary tech

From: Grupp, Laurie
Sent: Wednesday, November 09, 2016 3:07 PM
To: Center for Teaching Excellence
Subject: Funds Available to Support Open Educational Resources Adoption

Hello Faculty Colleagues.

Our team is pleased to offer funds from the Provost to support course design and revision projects that prioritize open educational resources (OERs). Our goal is to support faculty in the creation or compilation of OERs to use in their courses, resulting in minimal cost to students for course materials. For more information about OERs: <http://providence.libguides.com/OER>

Here are the criteria:

- Tenure-track and full-time term faculty are eligible to apply.
- Applicants will identify a course for which they would like to identify OERs, then they will work with the library team (Hailie Posey and Andria Tieman) to explore resources, tools, and supports. The Center for Teaching Excellence will offer additional support and consultation.
- A stipend of \$500 per faculty member (or per course if working as a team) will be paid upon receipt and review of the revised course syllabus that shows implementation of OERs and significant reduction in costs to students.
- Applications will be accepted on a rolling basis, with review beginning on December 1, 2016. The work will be done during the spring semester with May 31, 2017 as the deadline for final submission of a revised syllabus that includes OERs in place of costly texts and course materials.

Submit your application via this [Google form](#).

Please contact Laurie Grupp with any questions at lgrupp@providence.edu.

Thank you for your commitment to student learning and teaching excellence.

The OERs Team

Hailie Posey, Andria Tieman, Adam Villa, and Laurie Grupp

Supporting OER Mini-Grants

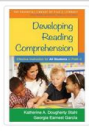
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Developing Reading Comprehension

by Stahl, Katherine A. Dougherty Garcia, Georgia Earnest

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Description

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Half Title Page

Series Page

Title Page

BIBLIOGRAPHIC INFO

TITLE	Developing Reading Comprehension
SUBTITLE	Effective Instruction for All Students in PreK-2
SERIES	The Essential Library of Literacy Ser.
AUTHORS	Garcia, Georgia Ear Stahl, Katherine A.
PUBLISHER	Guilford Publication
PRINT PUB DATE	2015-02-04
EBOOK PUB DATE	N/A
LANGUAGE	English
PRINT ISBN	9781462519774
EBOOK ISBN	9781462519781
OTHER ISBN	1462519776;
PAGES	242
LC SUBJECT HEADING	Reading comprehension and teaching (Elementary)
LC CALL NUMBER	[LB1573.7 - S734]

Steps to Success: Crossing the Bridge Between Literacy Research and Practice

Edited by Kristen A. Munger

Bryan Ripley Crandall, Kathleen A. Cullen, Michelle A. Duffy, Tess M. Dussling, Elizabeth C. Lewis, Vicki McQuitty, Kristen A. Munger, Maria S. Murray, Joanne E. O'Toole, Joanna M. Robertson, Elizabeth Y. Stevens

Steps to Success: Crossing the Bridge Between Literacy Research and Practice introduces instructional strategies linked to the most current research-supported practices in the field of literacy. The book includes chapters related to scientifically-based literacy research, early literacy development, literacy assessment, digital age influences on children's literature, literacy development in underserved student groups, secondary literacy instructional strategies, literacy and modern language, and critical discourse analysis. Chapters are written by authors with expertise in both college teaching and the delivery of research-supported literacy practices in schools. The book features detailed explanations of a wide variety of literacy strategies that can be implemented by both beginning and expert practitioners. Readers will gain knowledge about topics frequently covered in college literacy courses, along with guided practice for applying this knowledge in their future or current classrooms. The book's success-oriented framework helps guide educators toward improving their own practices and is designed to foster the literacy development of students of all ages.

READ

Methods and Materials in Teaching Reading
(Literacy 1)

EDU 231

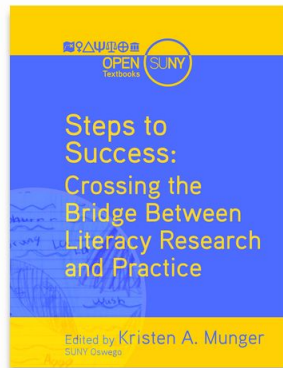
Required Texts

Stahl, K. A. D. & Garcia, G. E. (2015). *Developing reading comprehension: Effective instruction for all students in PreK-2*. New York: Guilford Press (ISBN: 9781462519767).

The Stahl & Garcia text is available as an open educational resource, which means you can read and review the text without having to purchase it. In order to view this resource online visit: <http://providence.ebib.com/patron/FullRecord.aspx?p=1815426>

Munger, K. A. (Ed.) (2016). *Steps to success: Crossing the bridge between literacy research and practice*. Open SUNY Textbooks.

The Munger text is available as an open educational resource, which means you can read and review the text is resource online visit



Description

ers to the teaching of literacy in grades K through 2. and nurturing of reading and writing abilities. The ing of the processes of reading and writing; (2) to help lated to the teaching of reading and writing, especially in your classroom expertise as a teacher of literacy.

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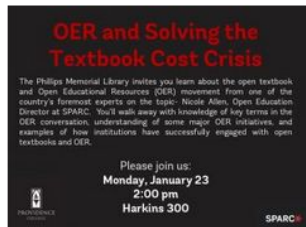
SPARC's Director of Open Education Visits PC

Contributors

Digital Publishing Services

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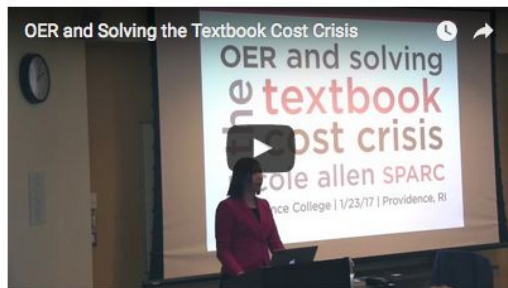
Posted by: [Hallie Posey](#) on January 30, 2017 | [Comments \(0\)](#) | [Open Educational Resources](#)



Providence College was pleased to host SPARC's Director of Open Education, Nicole Allen, who gave a talk entitled *OER and Solving the Textbook Cost Crisis* on Monday, January 23rd. View the slides from the talk [here](#).

Allen described the current state of the textbook market, described how this is hurting students both financially and academically, and outlines some concrete examples of how open textbooks and OER can mitigate the problem. The talk concluded with some helpful, concrete steps for librarians and faculty interested in setting the default to "open." Suggested steps include: when you can share,

do share; change the default- consider using OER first for teaching or presentations, and then explore other options; support faculty as they work to adopt, adapt, and create OER; and, make "open" your mission. Allen's talk was attended by a mix of librarians, administrator, and faculty. The event was recorded and a can be viewed [here](#).



In addition to presenting this talk, Allen also attended a meeting of recipients of the OER mini-grants awarded by the Provost's office. Faculty grantees come from Education; Chemistry and Biochemistry; Psychology; and Finance. The library and the Center for Teaching Excellence will work closely with these

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Open Textbook Office Hours

Providence College is one of several higher education institutions participating in the RI Open Textbook Initiative, an effort that aims to reduce student costs by identifying openly licensed textbooks for integration into coursework. If you are interested in learning more about open textbooks, stop in any time during these office hours. Topics for discussion could include: defining open textbooks and open educational resources (OER); strategies for locating and vetting OER; open licensing; and implications for student users.



Thursday, April 27th

2:30-4:30 pm

Room 233

Phillips Memorial Library

RSVP (appreciated by but not required) to hposey@providence.edu



Open Educational Practices/ Open Pedagogy



Robin DeRosa @actualham



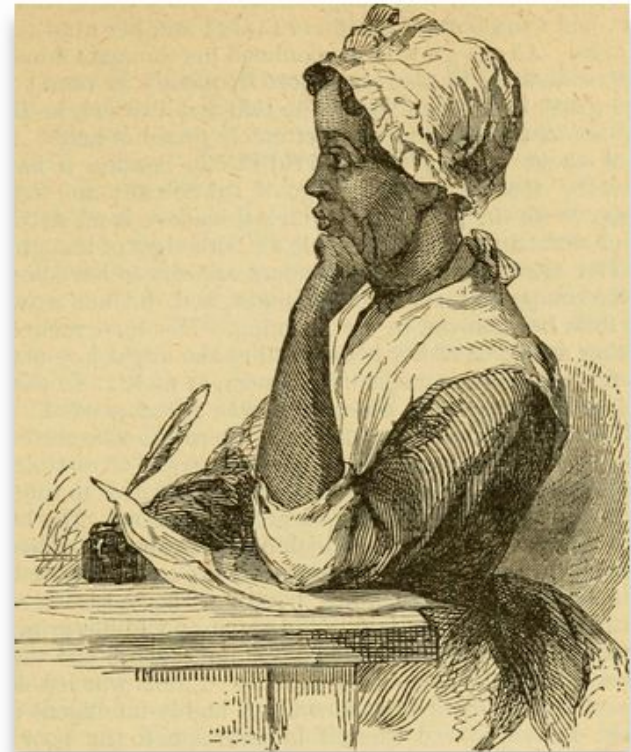
THE OPEN ANTHOLOGY OF EARLIER AMERICAN LITERATURE

Robin DeRosa

An OER Anthology of Earlier American Literature, to 1899



 READ



<https://openamlit.pressbooks.com/>

INTRODUCTION

The Open Education Anthology of Earlier American Literature

Edited by

Dr. Robin DeRosa

Research & Editorial Assistants:

Alisha Blanchette, Ryan Cameron, Shannon Griffiths, Hannah Hounsell, Kendal Lariviere, Rachel Levi, Leah Loraditch, David MacNeill, Samuel Metivier, Janina Misiewicz, Timothy Mooneyhan, Jonathan Neville, Jackie Parker, Kendall Panaggio, Simon Pierpont, Olivia Punch, Shana Rowe, Geneva Sambor, Justin Siewierski, Bethany Veith, David Walker

This book-in-progress has been (and is being) almost entirely created by undergraduate students and recent alums. Have an addition or correction or something to add? Email it to Robin at rderosa@plymouth.edu.



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If you would like a version of this book to edit, revise, and remix, please email Robin DeRosa at rderosa@plymouth.edu, and I will send you a file so you can import it into your own PressBooks shell.

When you create a new version, please credit me and my students by including an introductory page with our names and a link back to this original text: <https://openamlit.pressbooks.com/>.

Of the Girl who married Mount Katahdin is the story of a young woman who was outside gathering berries. This girl is romantically enticed, and ultimately seduced by the spirit of Mount Katahdin. Together, they conceive a child, and she returns to her village three years later with the young boy, whose eyebrows are made of stone. The child, who has the ability to kill animals with the pointing of a finger, is used by the tribe to collect an abundance of food. Eventually, the natives of the tribe began to ostracize and make fun of the young boy, to which his mother replies by retreating back to the mountain with the child. The natives lose the powers of the child, and ultimately, their source of food. Finally, Leland states at the end of his passage that it was the American's own fault for similarly abusing the trust and dignity of the native people, destroying "confidence and respect for them among the Indians."

Discussion Questions:

- 1) What might be the significance of the child's eyebrows being stone? Why not any other part of his body?
- 2.) How might this story tell the "fall of man" through a native standpoint? What are some surefire signs that it is or isn't?

Sources Cited:

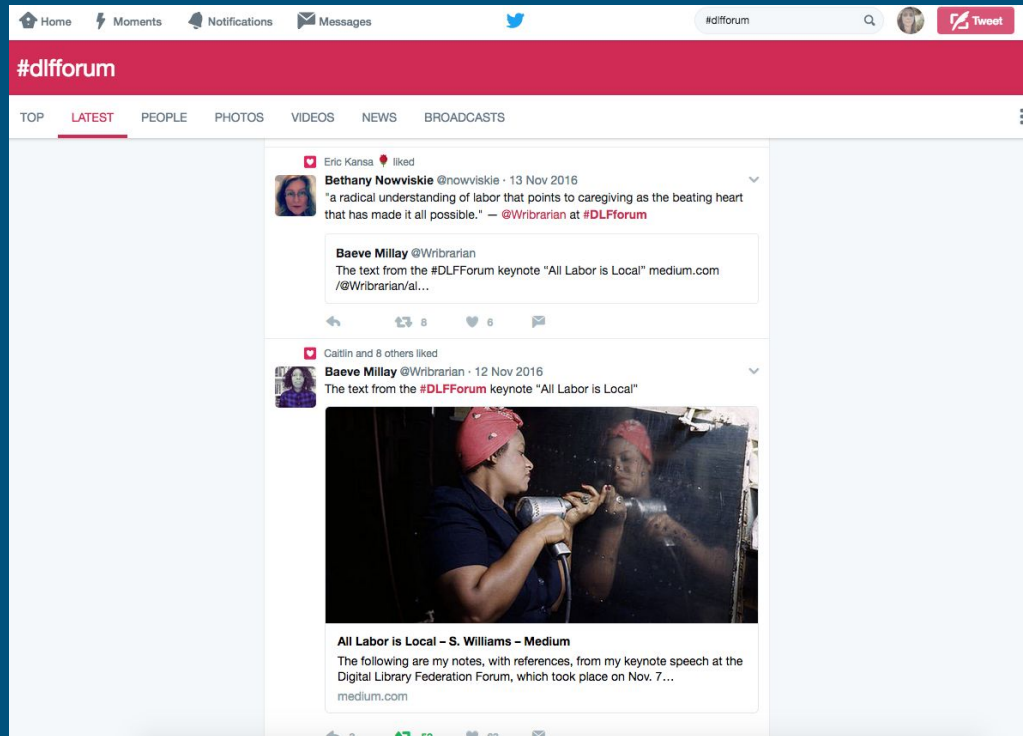
Wikipedia Contributors. "Charles Godfrey Leland." *Wikipedia*. Wikimedia Foundation, n.d. Web. 28 Sept. 2015.

"Native Languages of the Americas: Penobscot (Eastern Abnaki, Penawahpskewi, Penobscott)." *Native Americans: Penobscot Indian Tribe (Penobscot Nation, Penobscott, Penobscots)*. N.p., n.d. Web. 28 Sept. 2015.

"Ethnography Definition." *Merriam-Webster*. Merriam-Webster, n.d. Web. 28 Sept. 2015.

Open Professional Practices

Sharing and engaging with others in open, networked environments can expand the impact of our work beyond a single institution.





Mess in education. Mess in research. Mess in ethics

April 13, 2014 by balimaha | 25 Comments

Reading Time: 6 minutes

Mess is life

Mess is my life. I have a toddler, after all, and there are few things that toddlers enjoy more than mess. I wear about ten different hats in my life and while some of them synergize, the overall effect is quite messy. People tell me I am pretty organized in my mind (little do they know!) but I am pretty messy otherwise: my desk, my handbag, etc.

I have thought for a long time that life as a whole is not neat, it is messy. And I have thought for a long time that education should replicate life's messiness to a great extent if it is to prepare learners to deal with the mess outside the classroom. I recently gave a workshop on authentic learning which is based on that same premise. The entire rhizo14 experience was a big beautiful mess of embracing uncertainty, etc.

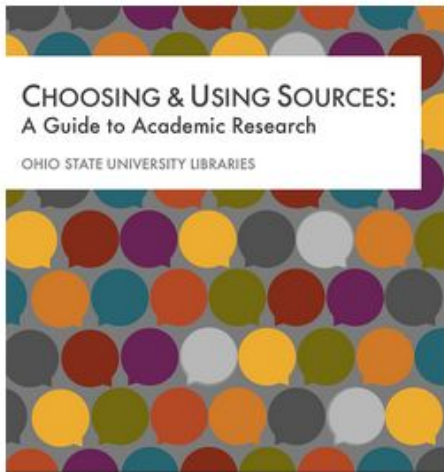
But let me track back a minute: not everyone is as comfortable with mess. For some people, to *deal* with mess, they need to impose some kind of order. They do not embrace mess and uncertainty openly. These can be scary.

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Cheryl Lowry, Ohio State University

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The Providence College art journal has been the capstone experience for the Art and Art History students since the inception of the Department. To view the Art Journal archive dating back to 2012 visit...

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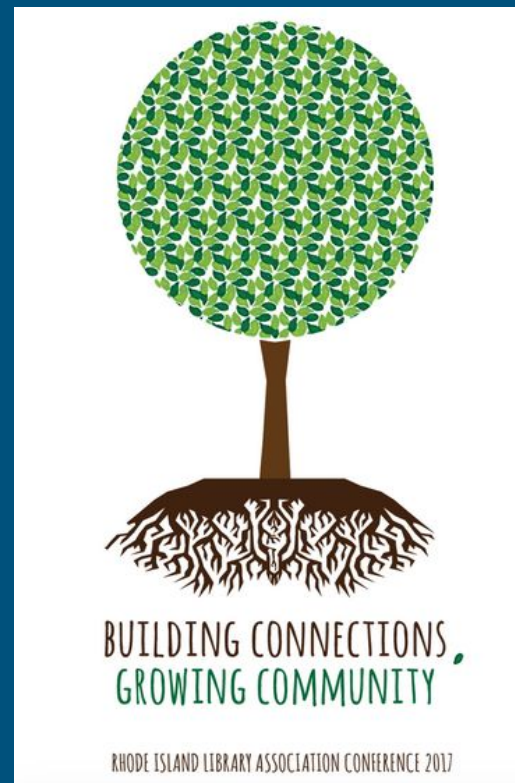
Thank you!

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Presented at the 2017 RILA Conference:
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LIBRARY ASSOCIATION